Civic and Global Learning (Impact on Teaching Practice) Assessment Data

Blue = Update every few years and/or when something changes that would impact the documents.

Green = Update annually

Learning Outcome:

Civic and Global Learning:

- **Assesses and develops a position on a public policy question with significance in the field of study, taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups.**

Outcome Measure:

GED 689 Final Project

Criteria for Success (how do you judge if the students have met your standards):

Impact on Teaching Practice: Score of (3) out of a possible (4) points on rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. **Civic and Global Learning**

Longitudinal Data:

Mission Valley:

MV 2015 - 2016 GED 689 W Data

Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Counseling & Guidance	1	4.00	100	4	0
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Ed Leadership (1.31.12)	0				
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Special Education	7	3.86	96.43	4	0.38
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Teaching and Learning	9	3.78	94.44	4	0.44
GED 689 Written	(Civic and Global Learning, DQP 5)	MAT - Multiple Subject	9	3.83	95.83	4	0.33
Overall Average				3.86 (out of 4.00)	95.56	4	1.15

MV 2016 -2017 GED 689 W Data

Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median	Standard Deviation
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Counseling & Guidance	25	3.62/4	90.5	4	0.48
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Ed Leadership (1.31.12)	0				
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Special Education	11	3.86/4	96.59	4	0.44
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Teaching and Learning	14	3.82/4	95.54	4	0.35
GED 689 Written	(Civic and Global Learning, DQP 5)	MAT - Multiple Subject	16	3.66/4	91.41	4	0.46
Overall Average				3.74 (out of 4.00)	93.51	4	0.4325

MV 2017 -2018 GED 689 W Data

MV 2017 - 2018 GED 689 W Data

Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Counseling & Guidance	30	3.77/4	94.17	4	0.38
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Ed Leadership (1.31.12)	1	4.00/4	100	4	0
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Special Education	13	3.81/4	95.19	4	0.38
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Teaching and Learning	16	3.67/4	91.72	3.88	0.4
GED 689 Written	(Civic and Global Learning, DQP 5)	MAT - Multiple Subject	14	3.61/4	90.18	3.75	0.44
Overall Average				**3.77 (out of 4.00)**	**94.252**	**3.926**	**0.32**

MV 2018 -2019 GED 689 W Data

MV 2018 - 2019 GED 689 W Data

Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Counseling & Guidance	24	3.43/4	85.83	3.25	0.46
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Ed Leadership (1.31.12)	0				
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Special Education	7	3.52/4	87.93	3.62	0.38
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Teaching and Learning	11	3.46/4	86.59	3.5	0.43
GED 689 Written	(Civic and Global Learning, DQP 5)	MAT - Multiple Subject	14	3.58/4	89.55	3.68	0.42
Overall Average				**3.50 (out of 4.00)**	**87.48**	**3.51**	**0.42**

Bakersfield:

BK 2015-2016 GED 689 W Data

Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median	Standard Deviation
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Counseling & Guidance	0				
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Ed Leadership (1.31.12)	0				
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Special Education	6	3.33/4	83.33	3	0.52
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Teaching and Learning	9	3.78/4	94.44	4	0.44
GED 689 Written	(Civic and Global Learning, DQP 5)	MAT - Multiple Subject	4	3.75/4	93.75	4	0.5
Overall Average				**3.62 (out of 4.00)**	**90.50666667**	**3.666666667**	**0.4866666667**

BK 2016 -2017 GED 689 W Data

Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Counseling & Guidance	0				
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Ed Leadership (1.31.12)	0				
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Special Education	9	3.50/4	87.5	3.5	0.5
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Teaching and Learning	10	3.85/4	96.25	4	0.34
GED 689 Written	(Civic and Global Learning, DQP 5)	MAT - Multiple Subject	8	3.50/4	87.5	3.5	0.53
Overall Average				**3.61 (out of 4.00)**	**90.41666667**	**3.666666667**	**0.4566666667**

BK 2017 - 2018 GED 689 W Data

Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Counseling & Guidance	0				
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Ed Leadership (1.31.12)	3	4.00/4	100	4	0
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Special Education	5	4.00/4	100	4	0
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Teaching and Learning	6	4.00/4	100	4	0
GED 689 Written	(Civic and Global Learning, DQP 5)	MAT - Multiple Subject	7	4.00/4	100	4	0
Overall Average				**4 (out of 4.00)**	**100**	**4**	**0**

BK 2018 -2019 GED 689 W Data

Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Counseling & Guidance	0				
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Ed Leadership (1.31.12)	3	4.00/4	100	4	0
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Special Education	2	4.00/4	100	4	0
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Teaching and Learning	0				
GED 689 Written	(Civic and Global Learning, DQP 5)	MAT - Multiple Subject	9	3.94/4	98.61	4	0.17
Overall Average				**3.98 (out of 4.00)**	**99.54**	**4**	**0.057**

Aggregated Data:

2015 - 2016 GED 689 W Aggregated Data

Group Name	Rubric Criteria	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
GED 689P Written	(Civic and Global Learning, DQP 5)	MA - Counseling & Guidance	2	4	100	4	0
GED 689P Written	(Civic and Global Learning, DQP 5)	MA - Special Education	15	3.67	91.67	4	0.49
GED 689P Written	(Civic and Global Learning, DQP 5)	MA - Teaching and Learning	18	3.78	94.44	4	0.43
GED 689P Written	(Civic and Global Learning, DQP 5)	MAT - Multiple Subject	15	3.77	94.17	4	0.41
GED 689P Written	(Civic and Global Learning, DQP 5)	MAT - Single Subject (Rev. 8/2011)	14	3.64	91.07	4	0.5
GED 689P Written	(Civic and Global Learning, DQP 5)	MAT - SPED Intern Moderate/Severe (2.16.12)	1	3	75	3	0
GED 689P Written	(Civic and Global Learning, DQP 5)	MAT - SPED Traditional Mild/Moderate (Rev. 8.30.11)	8	3.84	96.09	4	0.35
GED 689P Written	(Civic and Global Learning, DQP 5)	MAT - SPED Traditional Moderate/Severe (Rev. 8.30.11)	1	4	100	4	0
Overall Average				**3.71 (out of 4.00)**	**92.805**	**3.875**	**0.2725**

2016 - 2017 GED 689 W Aggregated Data

Group Name	Rubric Criteria	Folio Area	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Counseling & Guidance	25	3.62/4	90.5	4	0.48
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Ed Leadership (1.31.12)	0				
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Special Education	20	3.70/4	92.5	4	0.44
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Teaching and Learning	24	3.83/4	95.83	4	0.35
GED 689 Written	(Civic and Global Learning, DQP 5)	MAT - Multiple Subject	25	3.62/4	90.5	4	0.46
Overall Average				**3.69 (of out 4.00)**	**92.3325**	**4**	**0.4325**

2017 - 2018 GED 689 W Aggregated Data

Group Name	Rubric Criteria	Folio Area	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Counseling & Guidance	30	3.77/4	94.17	4	0.38
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Ed Leadership (1.31.12)	4	4.00/4	100	4	0
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Special Education	18	3.86/4	96.53	4	0.33
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Teaching and Learning	22	3.76/4	93.98	4	0.37
GED 689 Written	(Civic and Global Learning, DQP 5)	MAT - Multiple Subject	21	3.74/4	93.45	4	0.4
Overall Average				**3.82 (out of 4.00)**	**95.626**	**4**	**0.296**

2018 - 2019 GED 689 W Aggregated Data

Group Name	Rubric Criteria	Folio Area	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Counseling & Guidance	24	3.43/4	85.83	3.25	0.46
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Ed Leadership (1.31.12)	3	4.00/4	100	4	0
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Special Education	9	3.62/4	90.61	3.75	0.4
GED 689 Written	(Civic and Global Learning, DQP 5)	MA - Teaching and Learning	11	3.46/4	86.59	3.5	0.43
GED 689 Written	(Civic and Global Learning, DQP 5)	MAT - Multiple Subject	23	3.72/4	93.1	4	0.38
Overall Average				**3.65 (out of 4.00)**	**91.23**	**4**	**0.33**

Conclusions Drawn from Data:

The aggregate average of 3.65 (out of 4.0) indicates candidates are scoring well above the 3.0 out of 4.0 established Criteria of Success. SOE candidate scores indicate they are, on average, closer to Exceeding (4.0) than Meeting (3.0) standards. This has been consistent over the last four years. SOE 2018-19 candidate theses demonstrate clear and positive effects on teaching practices.

The data also suggest candidate 2018-19 scores were the lowest of the previous four years over which scores seesawed from year to year. 2018-19 is a down year from 2017-18 when scores peaked.

Changes to be Made Based on Data:

A number of factors could explain the seesaw nature of student scores on this indicator. One factor could be a potential mismatch between the nature of the candidate population, which includes teachers, counselors, and administrators and the language in the rubric which points specifically at 'student learning'. Calibrating how project mentors are applying this rubric will assure scores on it are reliable. This will be addressed on September 7th at a meeting for faculty. An additional change based on this data involves actively prompting students in GED689, GED689P1 and GED689P2 to reflect more frequently on how the skills they are learning and applying in their coursework and thesis can impact their work and those they serve in their classrooms, counseling centers and schools.

Rubric Used

GED 689P Written Product

Created with

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard
Impact on Teaching Practice (Civic and Global Learning, DQP 5)	• Project describes no transformation of candidates' knowledge, skills and dispositions • Project does not describe how and why research improves student learning • Project does not refer to existing body of literature or literature is inappropriate	• Project describes little transformation of candidates' knowledge, skills and dispositions • Project describes very little of how and why research improves student learning • Project is vaguely situated in and tied to existing body of literature	• Project describes some transformation of candidates' knowledge, skills and dispositions • Project describes how and why research improves student learning • Project is situated in and tied to existing body of lite	• Project describes clear transformation of candidates' knowledge, skills and dispositions • Project clearly describes how and why research improves student learning • Project clearly refers to existing body of literature or literature is appropriate

Assessment Data Sample

Learning Outcome:
Mathematics Outcome #2: Students will be able to write proofs

Outcome Measure:
MTH242 Signature Assignment (each year)

Criteria for Success:
80% of the students to score a 2.5 or higher (on a scale of 1-4 with 1 being low) in each of the four areas:
- Statement of the problem
- Logic
- Symbolism
- Justification

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Class at 2.5 or Higher			
	2011	**2012**	**2013**	**2014**
Statement of Problem	100%	100%	100%	100%
Logic	100%	88%	100%	100%
Symbolism	100%	100%	100%	100%
Justification	86%	75%	100%	83%

Conclusions Drawn from Data:
The one point of weakness seems to be in the area of the justification of the steps of the proof.

Changes to be Made Based on Data:
Continue to emphasize the fundamental importance of the need to justify each step of the proof in MTH242 and use this rubric to assess some of the early proof assignments in the class so that students have a clear indication that their lack of justification is weak point.

Rubric Used

Proof Writing Rubric (MTH242, MTH424, MTH444)

	Unsatisfactory	Low Satisfactory	High Satisfactory	Outstanding
Statement of the Problem	Can not determine what is given and what needs to be proved	Misses one part of the hypothesis or the conclusion	Makes one minor error in identifying hypothesis or conclusion	Understands what is given and what is to be proved
Logic	Proof has major flaws that make it invalid.	Proof misses more than one major element.	Proof has the main flow of the logic correct but misses one major element	Statements flow logically from one another
Symbolism	There are many errors in the use of symbolic notation	There are more than two errors in symbolic notation	There are two or fewer minor errors in symbolic notation (e.g. missing parentheses)	All symbols are used correctly
Justification	There are several errors in the justification	There is one major mistake in justification or more than two minor errors.	There are two or fewer minor errors in justification for the steps.	Every logical step has the appropriate reason (theorem, definition, lemma, etc.)